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ABSTRACT

Two reading programs, one on the elementary level and one on the secondary level, are presented. Individualized reading is recommended as one phase or strand of the total reading program. The elementary program used in a third-grade heterogeneous class in an Iowa elementary school is described as an example. Incorporated in the program are oral reading, audiovisual aids, records of reading activity, and free reading time. The goals of the program are to develop positive attitudes toward reading, encourage free reading, and to stimulate widely ranging reading interests. Suggestions as to how teachers may guide reading activities are made. The secondary program has varied goals for high, average, and low achievers, but generally emphasizes free reading and individual student-teacher conferences. Students are questioned on the content and meanings of the books they read. Student responses indicated that they enjoyed the chance to read freely and that the discussions with their teachers enhanced their interest and appreciation of the book. Lists of books and materials used in both programs are included. (AL)

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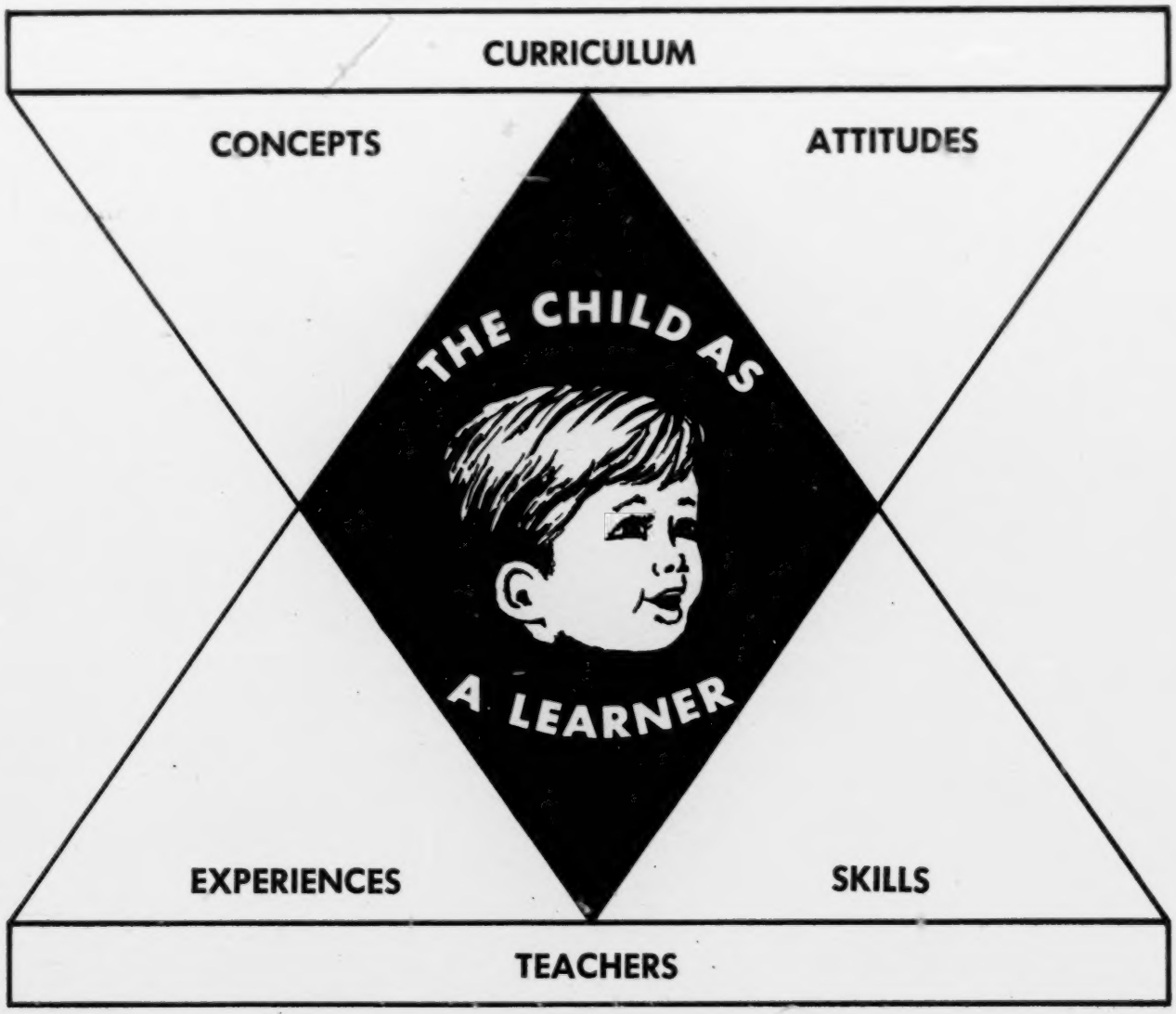
ENGLISH LANGUAGE ARTS CURRICULUM SERIES

GRADES K-12 **PAMPHLET 2**

GUIDED INDIVIDUALIZED READING



STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

GUIDED INDIVIDUALIZED READING

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

The English Language Arts Curriculum Series, Pamphlet 1, A Framework for a Strand Curriculum, published by the State Department of Public Instruction in May, 1968, identified "Individualized Reading" as one of the nine content strands which thread their way through the K-12 program.

This pamphlet, the second of the series, clarifies the individualized reading strand by presenting the thinking and experience of a college professor, classroom teachers, and cadet teachers. The range of viewpoints coincides with the philosophy of the Department of Public Instruction and the state English language arts curriculum committee: an effective curriculum evolves from those it involves.

This publication not only reflects an educated awareness of the need for individualizing classroom activity in reading but it also points to practical methods which any teacher can use. Future pamphlets will focus on other strands suggested by the committee.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

INTRODUCTION

Pamphlet 2 of the English Language Arts Curriculum Series presents a detailed picture of the strand, "Individualized Reading," suggested in Pamphlet 1: A Framework for a Strand Curriculum. It is based on the views of Minerva Fair, Assistant Professor in the Education Department at Simpson College, Indianola, and on the specific experiences of Irene Evans and John Artman, instructors at Keokuk High School. It also includes a tabulation of books read by students in the individualized reading program at the University High School, University of Iowa, Iowa City. Mrs. Fair gives a general description of free reading in the elementary school. Mrs. Evans and Mr. Artman explicitly describe their program in operation. The Keokuk program is an elective course patterned after one designed by Dr. G. Robert Carlsen for students at the University High School, University of Iowa, Iowa City. Details of the University High School program appear in an article in the October, 1965, English Journal, "Well, What Do You Think of It?" (Bruce Appleby and John Conner).

Individualized reading may be successfully incorporated into any reading program in any sized school if the students are allotted a specific amount of time on a regular basis. The program is not a reward for superior students: it is an opportunity for every student to find pleasure in reading, regardless of his proficiency in English or his intellectual capacity. Individualized reading puts the child on his own, but the teacher guides by providing a listening ear and a responsive attitude.

Individualized reading does not replace instruction in skills of reading. Its objectives are to help students internalize the skills,

develop the habit of reading, and mature in their selection and evaluation of books. It is a plus feature in the total reading program.

This pamphlet is designed to assist teachers who have thought about starting an individualized reading unit or course. Hopefully, it will not only answer some of the questions that might arise but will stimulate enthusiasm for such reading.

GUIDED INDIVIDUALIZED READING

AT THE

ELEMENTARY LEVEL

OVERVIEW

Individualized reading at the elementary level is often identified as a method of teaching reading skills. As one strand in the total English language arts program, however, it is to be regarded not as method but as a segment of time set aside during the school day to provide pupils with an opportunity for "free reading." Although there is no particular pattern throughout the elementary schools of Iowa for an individualized-reading strand, some schools are experimenting with the approach and others are giving it serious consideration.

Much credit for this concern can be related to the federal funds which have enabled schools to expand their supply of supplementary books. Few schools today lack a range of reading materials. The problem now is to decide how the school day can be adjusted to allow time for the pupils to explore and effectively use these materials. Teachers and administrators know that the books must get into the hands of the children. An individualized reading program will make this possible, and the earlier it is initiated, the more likely it is to become a way of school life, the more likely it is to help pupils acquire the habit of reading for personal enjoyment.

In the first part of this pamphlet, Mrs. Fair, a promoter of individualized reading in the elementary grades, explains her views and gives practical guidance to school personnel interested in putting the strand into their English language arts program.

Georgia Burge, Chairman
English Language Arts
State Curriculum Committee

INDIVIDUALIZED READING AT THE ELEMENTARY LEVEL

Free Personal Reading

by Minerva Fair

THE PLACE: A third grade heterogeneous class

THE TIME: The ten-minute period immediately after the noon break

THE ACTION: Complete absorption of each student in a book of his own choice. The silence is broken only by the turning of pages, an occasional giggle, or a soft exclamation.

The children in this classroom were enjoying the privilege and the stimulation of individualized reading, a free personal reading program. The setting described did not come without some effort by both teacher and pupils. Not all children were equally receptive to the idea that this ten-minute period could be used for reading whatever they chose to read. (A fifteen- or twenty-minute period would be even better.)

In the early stages some members of the group were restless, unable to find a book that pleased. There was much going back and forth to the shelves to exchange selections. As the teacher became aware of the children's individual interests, however, she was able to make acceptable suggestions. Additional time was given to share reading experiences with each other through such creative activities as drawing favorite characters or incidents, telling stories with puppets, showing illustrations and telling the incidents that went with them. Before too many weeks had passed all the children were looking forward to this period, and they settled down rapidly to the business at hand--their own book. The personal involvement with the story as revealed in the faces and the activities of the children brought satisfaction to the teacher.

Much attention has been given to the teaching of reading and to ways of improving the methods used. Teachers teach a well-defined developmental program in reading, yet concern is expressed regularly for more effective teaching of the skills which will increase the children's desire to read. Requests to try new approaches or modifications of old ones are familiar to the elementary teacher. Our children very often do know how to read and are aware of what to read but how much do they read? Do teachers allow their students the time to read--time to read for the pure love of reading? The teacher in the situation described above did, but in most instances this is not the case, so the time to read is missing in many programs.

If teachers will reflect on the objectives listed for numerous reading programs, they will recall that such statements as the following are included:

> To develop positive attitudes and enjoyment of varied reading materials[1]
>
> To encourage free personal reading[2]
>
> To stimulate the pupil to build an abiding interest in reading a variety of worthy material on a wide range of topics[3]

These objectives from popular reading series suggest the same basic philosophy--that a love for reading can be developed early in a child's life, that it can last a lifetime, and that teachers have the responsibility for developing a program that allows the time to do this.

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[1]Russell, David and others, Roads to Everywhere, Teacher's Edition of Ginn Basic Readers, Grade 4, (Boston: Ginn and Company) 1966, p. 4.

[2]Robinson, Helen M. and others, Cavalcades, The New Basic Readers, Teacher's Manual, Book 6, (Glenview, Illinois: Scott, Foresman and Company) 1965, p. 303.

[3]McKee, Paul and others, Skylines, Teacher's Guide for 4th Edition, Grade 5, (Boston: Houghton Mifflin Company) 1966, p. 14.

The total reading program can be thought of as functioning in three channels, one for developmental reading, one for depth reading, and one for individualized or free personal reading.

The emphasis in this pamphlet is on guided individualized reading. "Free personal reading" implies that it is an individualized process and that the child makes his own choice of reading material. This type of reading further implies that the child need not make any accounting for the time used and that any help or reporting will be at the request of the child. The latter implication makes this approach different from the usual individualized reading programs that are conducted in many classrooms, as no group or individual instruction is given. <u>This is a time for free silent reading</u> and the rights of silence and free choice are respected.

Teachers will ask this question, "We are supposed to give time, but <u>where</u> is the time to be found in the already crowded day?" The question is justifiable, to be sure, but let them take a close look at the school day. What goes on immediately following the lunch break? What happens during the closing minutes of the school day? What happens in the short blocks of time which result from the scheduling of the areas handled by the special teachers? Can the regularly scheduled reading periods be lengthened to make provision for this kind of activity? Can some of the busy-work drill be omitted?

More and more classrooms have good reading materials available, but little or no time is allowed for their use. Often these materials are used only by the children who finish their assignments in a hurry. Therefore many children miss something which should be theirs. A scheduled period involves each individual and provides the kind of atmosphere that for many children can only be had during the school day. The plea goes

out then--give children the time--a time that is regular and that is scheduled as a part of the day's plans; a time that is completely free to be used for what the children choose to read with no requirements attached. A word of caution needs to be expressed here: PRESERVE THE TIME FOR THE PURPOSE. Every child deserves the right to read. If the time is needed for unfinished work, or is taken away as a disciplinary device, or is encroached upon for any reason, that right is lost.

How does the teacher incite interest in this period of free silent reading when she knows there is a wide range in the interests and abilities of her children? Not all youngsters get the fever immediately, but the teacher's enthusiasm is contagious and especially if she has made the effort to create some interest in incidental ways.

Many things are possible to get this program underway in the classroom. Probably a corner in the classroom is already known as "the reading center" or "the library corner." What has been done to invite its use? Is the environment stimulating? Add a table, three or four chairs, create an attractive bulletin board, set up a display of new materials borrowed from the public or school library, or pull selections from the room library to which you may want to call particular attention.

Whatever the teacher does to encourage the children to read freely must be done so that the children will in no way feel pressured or censored in their choices. The child may choose from any level, which means that some will make a selection that is too easy, while others will make a selection that is too hard. However, what is important is that the decision is their own. Eventually children tend to arrive at an appropriate level if the teacher is willing to give subtle suggestions.

As the teacher begins to identify the interests of the individuals in the group, more difficult material on the same interest can be suggested, "You enjoyed that book so much, I think you will like this one, too." The new one that was made available is more difficult for this child who can and should be reading at a higher level.

Danger of discouragement is always present for those children who want to select material that is beyond their intellectual level. Therefore the teacher is faced with a different challenge when she tries to locate something which reads more easily but at the same time satisfies the interest of such youngsters. The teacher guides and provides needed help, but in such a way that children feel a sense of making their own choices.

Since children respond differently to different approaches and media, many suggestions are offered here. Some of the suggestions may be familiar because they may have been used before to enrich the instructional reading program. No attempt is made to imply that every child must respond, for when pressure is applied, too many of those who need extra help and encouragement are lost along the way.

ORAL READING by the teacher is one way to open the door. Listening is an important part of any curricular activity and especially so with literature, for children learn to like books from listening to them. To whet the appetite, entire selections can be read or just excerpts from longer ones. In the lower grades, try Jean Lexau's Olaf Reads or for the upper grades try something from Armstrong Sperry's Call It Courage or one of Jim Kjelgaard's books, Stormy or Big Red. The book can then be placed where it will be in reach of the children. Many will want to look at the book that has just been read, examine the illustrations and recreate what they have heard.

The teacher reserves the right to read certain selections which should be introduced but are too difficult for the students to read freely or selections which might otherwise be missed. The right choice and a stimulating presentation with some follow-up discussion does much to nudge some reluctant readers. A book of poems The Secret Place by Dorothy Aldis offered by Scholastic Book Services in paperback became a favorite with one second grade group. Because of the teacher's approach, many children wanted the book for their own libraries.

When teachers feel inadequate or want variety, they can make use of the many good recordings that are available. The reading is done by a professional or in many cases by the author himself. John Ciardi, with his children, has recorded You Read to Me and I'll Read to You for Spoken Arts, and Robert Frost has recorded Robert Frost Reads His Poetry for Caedmon. Weston Woods has records to accompany filmstrips for Mr. Rabbit and the Lovely Present and Where the Wild Things Are by Maurice Sendak. In addition Weston Woods has produced many filmstrips based upon children's stories such as Marcia Brown's Stone Soup and Robert McCloskey's Make Way for Ducklings. Caedmon has included in their listings many selections for upper grades among which will be found Kipling's Just So Stories, Andersen's Fairy Tales, Grimm's Fairy Tales, and Twain's Tom Sawyer.

A list of sources from which recordings are obtainable follows:

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Caedmon Records
Houghton Mifflin Company, Dept. M-3
110 Tremont Street
Boston, Massachusetts 02107

C M S Records, Inc.
14 Warren Street
New York, New York 10007

Columbia Records, Special Services
51 West 52 Street
New York, New York 10019

Disneyland Records
119 Fifth Avenue
New York, New York 10003

Enrichment Records, Inc.
246 Fifth Avenue
New York, New York 10001

Folkways Records and Service Corporation
117 West 46th Street
New York, New York 10036

Folkways Scholastic Records
50 West 44th Street
New York, New York 10036

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Newbery Award Records
221 Fourth Avenue
New York, New York 10016

RCA Victor Records, Education Department
155 East 24th Street
New York, New York 10010

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Spoken Arts, Inc., Department EE-2
59 Locust Avenue
New Rochelle, New York 10801

Weston Woods Studios
Weston, Connecticut 06880

Young People's Records
100 Sixth Avenue
New York, New York 10016

THE TEACHER READS as the children read. Teachers could not possibly know all of the books that children find to read. They could, appropriately enough, use the same time that children are reading to refresh their memory of old favorites or to acquaint themselves with new ones. The very fact that the teacher is doing what she hopes the children will do can become an incentive for her class. If her behavior is to serve as a model, then it is important that she refrain from using this time for other kinds of activity which could distract from the atmosphere she wants to develop.

BULLETIN BOARDS created by the teacher are media through which interest is aroused. Primarily they will be done by the teacher, but later on the class members can take over some or all of the responsibility for developing their own bulletin boards, particularly at the upper grade levels. The younger children will want to share their interpretations of stories. One form might be drawings of the part of the story liked best or of how the story could end, or of what could happen next. Children have developed good bulletin-board material which could be a means of introducing well-liked books. Bulletin boards need to be changed frequently to stimulate curiosity. They should be simple, colorful, and attractive, and they should fit the current interests of the children. They can become burdensome and defeat their original purpose if care is not taken, but if care is taken, they can establish the tone and climate of the classroom.

The following materials and procedures are offered as suggestions for the kinds of things that can be used:

---- to promote stories on a particular subject

for the younger children it could be bears, dogs, lions, ducks
The Bears on Hemlock Mountain by Alice Dalgliesh
The Biggest Bear by Lynd Ward
Ask Mr. Bear by Marjorie Flack
Winnie-the-Pooh by A. A. Milne

for the older children the same could be done for dogs or horses
Ribsy by Beverly Cleary
The Incredible Journey by Sheila Burnford
Along Came a Dog by Meindert de Jong
Big Red by Jim Kjelgaard

---- to meet an author or an illustrator

Marcia Brown -- whose work is in a variety of art forms
Marguerite Henry -- whose horse stories are extremely accurate in background details
Clara Ingram Judson -- whose juvenile biographies are highly respected
Maurice Sendak -- whose illustrations are always so similar in character and whose dog Jenny is included in many of them

---- to point out settings of stories, to trace journeys, or to call attention to the origin of folk tales

the regional stories of Lois Lenski
Strawberry Girl (Florida)
Corn Farm Boy (Iowa)
Coal Camp Girl (West Virginia)
Cotton in My Sack (Arkansas)

The Little House series of Laura Ingalls Wilder
Little House in the Big Woods (Wisconsin)
Little House on the Prairie (Kansas)
On the Banks of Plum Creek (Minnesota)
By the Shores of Silver Lake (Dakota Territory)

folk tales -- single selections or collections
England ------ Joseph Jacob's Tom Tit Tot illustrated by Evaline Ness
------ Arthur Rackham's The Arthur Rackham Fairy Book
Germany ------ Grimm Brothers' Snow White and Rose Red illustrated by Adrienne Adams
------ Grimm Brothers' Rapunzel illustrated by Felix Hoffmann
France ------- Perrault's Puss in Boots and Cinderella illustrated by Marcia Brown
Scandinavia -- Asbjornsen and Moe's The Three Billy Goats Gruff illustrated by Marcia Brown
-- East of the Sun and West of the Moon

Turkey ------- Barbara Walker's Hilili Dilili
------- Alice Geer Kelsey's Once the Hodja
Japan -------- Margaret Hodges' The Wave
-------- Betty Lifton's Dwarf Pine Tree
India -------- Marcia Brown's Once a Mouse
-------- Lillian Quigley's The Blind Man and the Elephant

---- to focus attention on dates which are related to books

Children's Book Week in November
Caldecott and Newbery Awards in March
Hans Christian Andersen's birthday April 2
Mark Twain Centennial (1967)
Louisa Mae Alcott Centennial (1968)
Space launchings that are current
Holidays

---- to introduce a new book in the form of a news item

---- to share children's illustrations of characters or events from favorite stores

SIMPLE DISPLAYS may be done by the teacher or students. Only a little space is needed. Such spots as the center of the reading table, the top of the bookshelves, or even the corner of the teacher's desk will serve for this purpose. Examples of displays such as those included here can serve:

---- to introduce new or different books that have been brought into the classroom, purchased for the room library, borrowed from the school or public libraries, loaned by the teacher or the children.

---- to suggest books related to a special theme, a holiday, a visitor from another country

---- to direct children to the original books from which selections have been adapted for the basal readers

Curious George by H. A. Roy
Katy and the Big Snow by Virginia Burton
B is for Betsy by Carolyn Haywood

The Little Old Woman Who Used Her Head by Hope Newell
Snipp, Snapp, and Snurr and the Red Shoes by Maj Lindman

The selections listed above have all appeared in second-grade readers. Others will come to mind, but how exciting to discover that these same stories are also among the books found in the library! The upper grade basal readers also contain adaptations or selections reprinted from much longer books. These samples may be what spark the interest to read the story in its entirety.

Eddie and Gardenia by Carolyn Haywood
Amos Fortune, Free Man by Elizabeth Yates
Hans Brinker by Mary Mapes Dodge
Stormy by Jim Kjelgaard
The Four-Story Mistake by Elizabeth Enright

---- to display models and objects that illustrate some aspect of a story

stuffed animals
The Velveteen Rabbit by Margery Williams
The Poky Little Puppy by Janette Lowrey
Lion by William Pine de Bois
Winnie-the-Pooh by A. A. Milne

objects and models
Miss Hickory by Carolyn Sherwin Bailey
The Tale of Peter Rabbit by Beatrix Potter
The Mitten by Alvin Tresselt
A Pair of Red Clogs by Masako Matsuno
Little Toot by Hardie Gramatky
The Little Engine That Could by Wattie Piper
Caroline and Her Kettle Named Maud by Miriam Mason
Ride on the Wind by Alice Dalgliesh
Make Way for Ducklings by Robert McCloskey
The Egg Tree by Katherine Milhous
The Wind and the Willow by Kenneth Grahame

collections of sea shells, insects or butterflies relate to informational books and also to some of the picture story books
Where Does the Butterfly Go When It Rains by May Garelick
Johnny and the Monarch by Margaret Friskey
Fast is Not a Lady Bug by Miriam Schlein
Houses from the Sea by Alice Goudey

Children at all levels want to share their reading experiences in one way or another. As the program develops, many teachers find it helpful to allow a regular time for sharing. This need not be a long time, only as

long as interest and enthusiasm dictate. The peer groups have a worthwhile contribution to make to keep a workable program going and offer the stimulus that is needed by some children. During this period such creative activities as dioramas, mobiles, peep shows, puppets, flannel board stories and dramatizations are used by children to describe settings, characters and events. No attempt is made to require such activities but many children have already used these interpretive devices in their reading and literature programs and will choose to use them again. The teacher should not discourage these experiences, but he should be cognizant of the time consumed in the activity and keep in mind also that these activities must be completely voluntary. The period set aside for free personal reading is to be reserved for just that. When too much emphasis is placed on the creative activities, the original purpose is overshadowed by the art media used for the interpretations.

Keeping a record of each child's reading enables the teacher to assess the individual's growth and to guide him in making future choices. Record keeping, though exceedingly valuable, is time consuming. The simplest possible method is the one to use. Pocket charts, class notebooks, personal files, and diaries are ways of accounting for each individual's personal reading. Two things should be noted: (1) the method of recording in no way allows children to compare with each other the amount of reading done, and (2) <u>always</u> the reading is more important than the reporting.

The pocket chart has a space for each child to insert a card on which he has recorded the name of the book, the author, and the date of completion. First graders will need help with the recording, but as

soon as children learn to write, they will be able to take care of this reporting on their own. On the other hand, the children may want to keep their own personal files. A box suitable for holding file cards is kept by each student for recording in the simplest way possible. In either case the teacher has access to the information she needs.

A notebook with a page for each child can be kept by the teacher. She can make an anecdotal record of each student's progress, including his changes in interest. Special help given and the child's reactions to the selections are other items of interest to record as the weeks go by.

A diary kept by the individual student is still another method for noting individual progress. The student records as much or as little as he choses, but it does offer some insight into the child's free-reading habits. Still another device is a class notebook with a separate page for each book in the classroom library. The child simply records his name and the date on which he completed reading the particular book. Since the emphasis is to be placed on the voluntary nature of the reporting by individuals, it is feasible that a variety of methods will be used in one classroom.

The hope is that teachers will heed the plea and allow time for children to read <u>just for fun</u> and then do nothing about it, except to go on reading more and more. When the reading program includes individualized reading, the reward will be realized in the moans and groans heard when this reading period is over, in the knowledge that more children are now reaching for a book as a free-time activity, and in the satisfaction that the desire to read extends beyond the classroom and often develops into a life-long reading habit.

GUIDED INDIVIDUALIZED READING

AT THE

SECONDARY LEVEL

OVERVIEW

Individualized reading programs at the secondary level vary throughout the state both in allotted time and in procedures. Some schools set aside one period a week for such reading, some have a three-week unit each semester, and some have a semester elective. The semester elective is usually limited to eleventh and twelfth graders or just to twelfth graders, and seldom are students allowed to elect the class more than once. Regardless of the pattern, it is recommended that individualized reading be included to some extent at all grade levels (7-12). And no matter how the class is organized, the major concern should be <u>time</u> to read.

Class size is usually limited so the teacher or teachers can do a creditable job with personalized conferences. Whenever a student finishes a book, he is expected to arrange for such a conference. In this way the teacher can guide the student's reading and help him to develop reading habits that will be a source of pride.

Questions about the book may be given either before or after a conference (varying the procedure is desirable) but they are aimed at encouraging students to relate the reading to their own lives. Factual-type questions that reveal only whether or not the student has read the book receive little attention. Indeed, the "policing" problem becomes minimal. When students are given time to read and an opportunity to choose their own material, they generally <u>do</u> read. Major emphasis is placed upon the affective values of literature, and questions are geared to the particular interests and capabilities of the student.

The Keokuk, Iowa, program here described will show how one successful plan operates.

Georgia Burge, Chairman
English Language Arts
State Curriculum Committee

INDIVIDUALIZED READING AT THE SECONDARY LEVEL

Keokuk Senior High School

by Irene Evans and John Artman

Individualized reading is one of eleven one-semester English courses which a senior may elect at Keokuk Senior High. It is conducted cooperatively by two teachers, Mrs. Irene Evans and Mr. John Artman, and is restricted to no more than twenty students per teacher. Objectives of the course are as follows:

For the High Achiever

1. To give him the time to read more.
2. To help him select books to strengthen reading background, both for life and college.
3. To help him, through the oral and written conferences, to gain critical insights into books and life.
4. To further his awareness of theme, character development, style, point of view, point of emphasis, and plot.
5. To provide opportunity for sharing in his enthusiasm and discoveries with an adult.

For the Average Achiever

1. To give him the time to read.
2. To help him select books for fun that are interesting and profitable to read.
3. To help him gain new insights into books and life through the oral and written conferences.

4. To widen his interests in books.
5. To provide opportunity for him to share in his enthusiasm and discoveries with an adult.

For the Low Achiever

1. To guide and assist him in every possible way in finding a book to interest him.
2. To allow him to read an entire book often for the first time in his life.
3. To give him the time (no matter how long) to read a book.
4. To help him gain some insights into books and life, no matter how limited, through the oral conferences.
5. To help him write down his impressions and/or insights gained from the book.
6. To give him individual attention in reacting to books.

The individualized reading program at Keokuk is ideally situated in a comfortable, well-lighted classroom near the library. Consideration for others, adult behavior, and productive use of time are stressed from the very beginning. Consequently, the atmosphere of the classroom is relaxed and conducive to uninterrupted reading.

THE FIRST DAY

During the early part of the first class period the purposes of individualized reading are clearly explained, the rules of conduct are firmly established, and procedures of signing for conferences, of obtaining new books, and of grading are described in detail.

Example 1 is the type of conference sheet used.

Example 1

CONFERENCE

	NAME	BOOK
Monday 9/23/68		
Tuesday 9/24/68		
Wednesday 9/25/68		
Thursday 9/26/68		
Friday 9/27/68		

To avoid unnecessary noise, students are asked to sign for conferences before class or during the first few minutes of the period. When the student has finished his book and has signed the conference sheet, he may secure a pass for the library to select another book.

Example 2 gives a general description of the grading method used.

Example 2

Grading for individualized reading is based upon the following formula:

(1) Number of books read

times

(2) Student's perception of what he has read
(Oral and written)

1--no understanding beyond plot

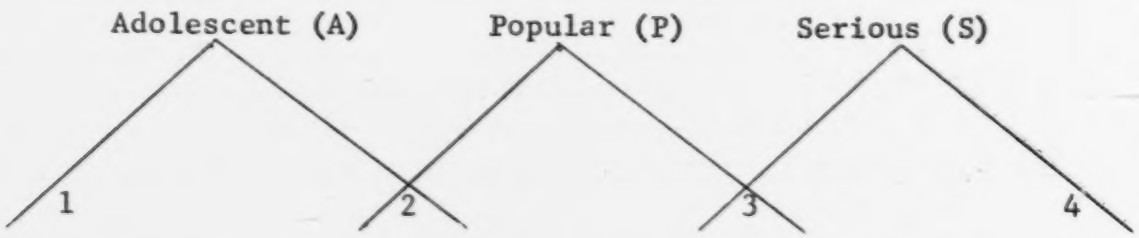
2--some application to life

3--some application to human ideas or values

4--understanding of levels of meaning, esthetic values, and relationship with other reading

times

(3) The numerical rating of the book on the following scale



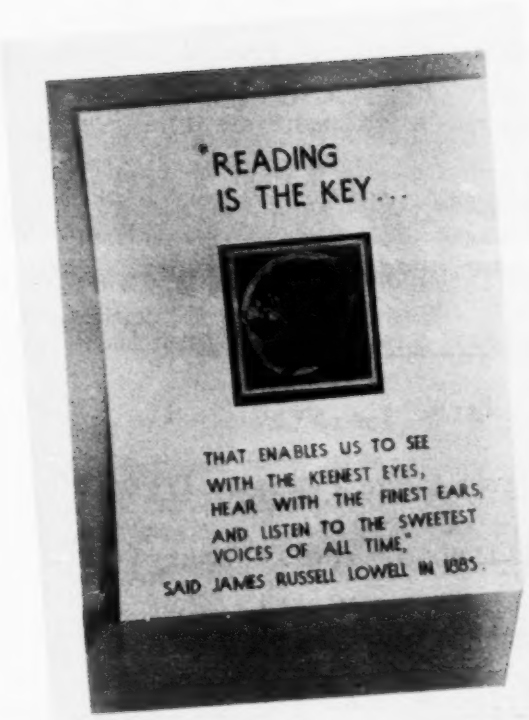
(A specific example of grading will be included later under "A Typical Day.")

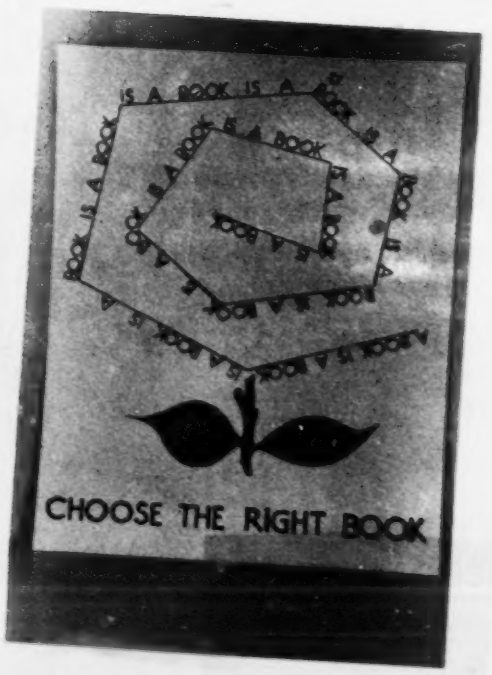
Following this explanation, each student receives two 5 x 8 cards and is asked to answer the following questions: "What have you read?" "What are your plans for reading?" The student writes these answers on one card. On the other, he puts his name and the book he plans to read. These cards are alphabetically filed in 11 3/4 x 9" manila folders.

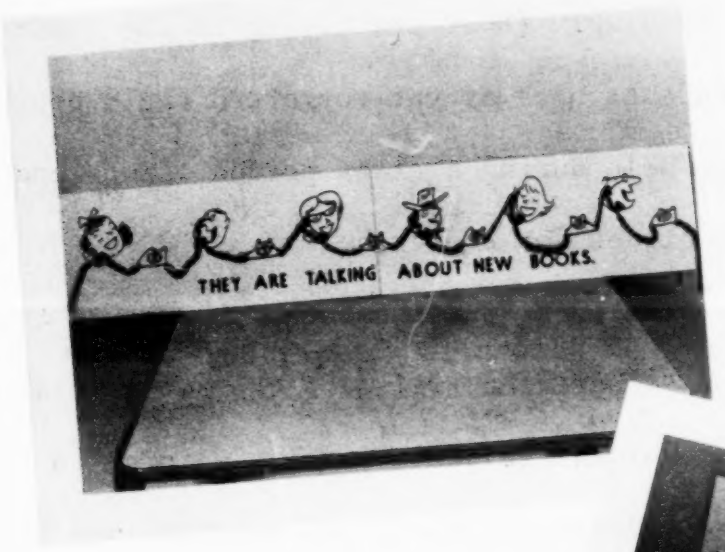
The displays in the room are pointed out. They are designed not only to make the room attractive but to keep reading uppermost in the students' minds (See Example 3). On three of the walls, colorful posters and write-ups on books are mounted. On the two main columns of the room, two large "Individualized Reading" signs are taped. Against the blackboard, reading posters such as "Send Me a Man Who Reads" are placed. On the teacher's desk, there is a book display, <u>every day</u>, of new and important novels. On a large stand-up bulletin board, the reading lists of each teacher in the individualized reading program; the reading lists of several college English departments in Iowa, Illinois, and Missouri (even though each student eventually develops his own reading list); and reviews from <u>The New York Times</u>, <u>The Chicago Tribune</u>, and <u>The Des Moines Register</u> are displayed.

During the latter part of the first class period, approximately two hundred books and a hundred and fifty paperbacks are distributed to the students for examination. The books, withdrawn from the school library, are on all reading levels and cover many areas of interest. After examination and exchange of many books, discussion centers on several old and new books. This initial oral exchange, which may extend into the second class period, is a definite stimulation and is extremely important to the course. Once a week general book discussions are held.

EXAMPLE 3 POSTERS

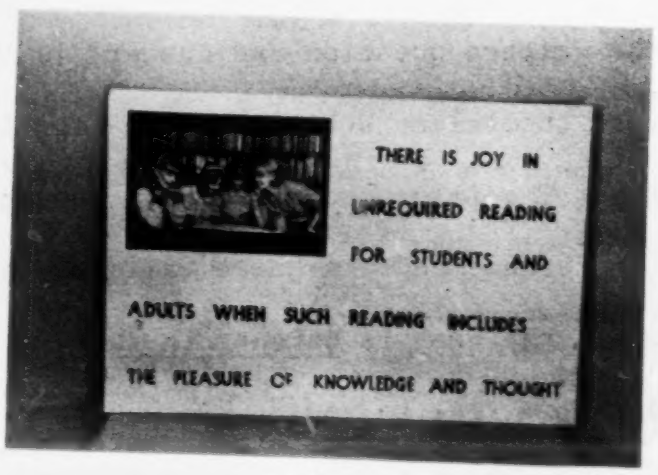

"READING
IS THE KEY...
THAT ENABLES US TO SEE
WITH THE KEENEST EYES,
HEAR WITH THE FINEST EARS,
AND LISTEN TO THE SWEETEST
VOICES OF ALL TIME."
SAID JAMES RUSSELL LOWELL IN 1885.




THEY ARE TALKING ABOUT NEW BOOKS.

EVERYONE READS GOOD BOOKS

"NO MAN
IS AN ISLAND..."
AS MENTIONED
BY HEMINGWAY
AND
OTHER AUTHORS


THERE IS JOY IN
UNREQUIRED READING
FOR STUDENTS AND
ADULTS WHEN SUCH READING INCLUDES
THE PLEASURE OF KNOWLEDGE AND THOUGHT

A TYPICAL DAY

The students are in their seats and the room is quiet the minute the bell rings. They begin reading. (Most gratifying to the instructors is the fact that only two students have as yet forgotten their books.) Eight student conferences are held during a class period. Each instructor gives four students who have signed for conferences a 5 x 8" card. On this card the instructor has written a question such as "What is the theme of the book?" "How would you compare the traits of the two central characters?" "How would you explain the title and its meaning in relationship to the book?" The student considers the question and writes a rough draft of his answer. After making necessary corrections and revisions, he then puts the answer on the card. All this is done in no more than fifteen minutes. It takes about four conferences for the student to be able to work well under this pressure and to write effective cards.

After the student has finished his card, he brings this and his manila folder to the back of the room for an approximate ten-minute oral conference with his instructor. The oral conference, actually an extension of the written question and answer, is very important. Many students can express themselves better orally--especially at the beginning of the course. The instructor will have thought through his questions prior to the conference and will have tailored them for each student. If, for example, the book is Catcher in the Rye, the questions might be "Does Holden seem real to you?" "Do you know a Holden?" "What is Holden searching for?" "If Holden were socially responsible, would he meet his responsibilities with retreat and withdrawal? Why or why not?" Both the written and the oral answers are given a rating of 1-4 by the instructor (See Example 2).

As an example, a student reads Of Mice and Men. His written question is "Does George have the moral right to kill Lennie?" The student answers that George does not have the moral right to kill Lennie to save him from a mob. (Example 4 is an actual student response.) The instructor gives the student a 3 for the written answer. In his oral conference the student shows insight into the several characters in the book and points out how characters such as Crooks, Lennie, and even Curley are "trapped." The instructor gives the student a 3 for this oral answer. Since the book itself has a popular 3 rating (the teacher must rate each book) the sum of oral 3 plus written 3 is multiplied by the 3 of the book rating and the grade is 18 (See Example 4).

Example 4

Of Mice and Men Name

Do you think George had the moral right to kill Lennie? Explain

Under any written or moral law that exists in our society, George did not have the right to kill Lennie. No matter how lacking he was in intelligence, Lennie was still a human being, a man with some understanding, a man who found a joy in living. One cannot really condemn George, however, because of the doubt that Lennie could have lived in jail. The fact remains that there was doubt as to Lennie's future happiness, and this is what makes George's action wrong. No one has the right to determine the fate of another.

Grade*

O3 + W3 x P3 = 18

* O3 = oral grade
W3 = written grade
P3 = popular on rating scale and degree of difficulty

For the student's nine weeks' grade the total book scores are added and this total is multiplied by the number of books read, for example:

The Survivor	O3 + W3 x P2 = 12
A Farewell to Arms	O3 + W3 x S3 = 18
Exodus	O3 + W2 x P3 = 15
Lord of the Flies	O3 + W3 x S3 = 18
Of Mice and Men	O3 + W2 x P3 = 15
Anthem	O3 + W3 x P3 = 18
The Sun Also Rises	O3 + W3 x S3 = 18
All the King's Men	O3 + W3 x P3 = 18
	132
	x 8 books
	1,056 total points

The instructors, after considering the entire class, decide how many points will be required for a given grade.

PROBLEMS

1. Utilizing the librarian. For this course, the teacher needs the cooperation of a librarian who knows her job. Keokuk has one. She spent a great deal of time discussing this course with the instructors before school started and has been most helpful in making it a success.

2. Locating a copy of a book a student is reading. It is considered extremely important for one instructor of the team to have read the book before the conference. When two teachers work together in the program, they can share the reading responsibilities. The student confers with the teacher who has read the book. Personal, school, community college, city library, and inter-library loans are the sources of books. Even with all of these possibilities, however, books are sometimes hard to locate. When this happens, the instructor borrows the student's copy a night or two before the conference. This means much night reading and learning to read rapidly.

3. Keeping up book-critique cards. A teacher beginning this course should become acquainted with Masterpieces of World Literature. While there are many plots not covered in this series, it is a timesaver. However, it does not eliminate the teacher's need to read. As soon as a student reads his book, he writes the title of the next one in his folder. Reading ahead on these books and then outlining them as completely as possible on 5 x 8" cards, the teacher can make practical and effective preparation for conferences.

4. Having a good question for written part of conference. Teachers, like anyone else, get tired and tend to use the same questions over and over. One must be constantly aware of this problem and vary the questions on the same book. This task is extremely difficult, and the instructors must read new criticisms and book reviews to accomplish it.

5. Being careful that students avoid giving pat answers and saying what they think the instructor wants to hear. Students should be warned to avoid expected answers, and they should be encouraged to explore their own thoughts and opinions and to express their own ideas.

6. Being aware of great differences in literature-level range. On test seven of the Iowa Test of Educational Development, Keokuk students rank from the 3rd to the 99th percentile. This presents a problem that can be solved only if the teachers keep this range constantly in mind and suggest many different books for the level of each student. A new book that would help a beginning individualized reading teacher to overcome this problem is Dr. G. Robert Carlsen's Books and the Teen-age Reader.

7. Grading. There are many problems in grading, and the Keokuk teachers are not completely satisfied with their grading formula. Some students may read five books by H. G. Felson. Should this number and quality balance against Dr. Zhivago by Boris Pasternak? Should The Pearl, Of Mice and Men and The Moon is Down balance Moby Dick? Should a student who has taken the same length of time to read thoroughly A Farewell to Arms, Hawaii, and Atlas Shrugged make a lower grade than a student who has read 15 books with a popular rating of 3? These questions defy pat answers and must be decided by the particular school. Each class and each student will need to be evaluated by the teacher(s) in charge, over and above the formula. At present, a Keokuk student is rated according to the formula; then, if needed, he is evaluated in relationship to the effort he has put into the course.

QUESTIONABLE BOOKS

If individualized reading teachers expect trouble, they will get trouble! Keokuk students are told not to read any book that is offensive to them; they are their own censors. If they choose Valley of the Dolls, the instructor will probably say, "The book is of no literary value, but if you wish to read it, it is your decision." Some students can read Go Down Dead by Stevens or Magus by Fowles and not dwell on the sections merely concerned with sex, while others cannot. Personalized conferences probably tend to minimize the desire to read questionable books. To date, undesirable books have been no problem in Keokuk.

PROJECTS

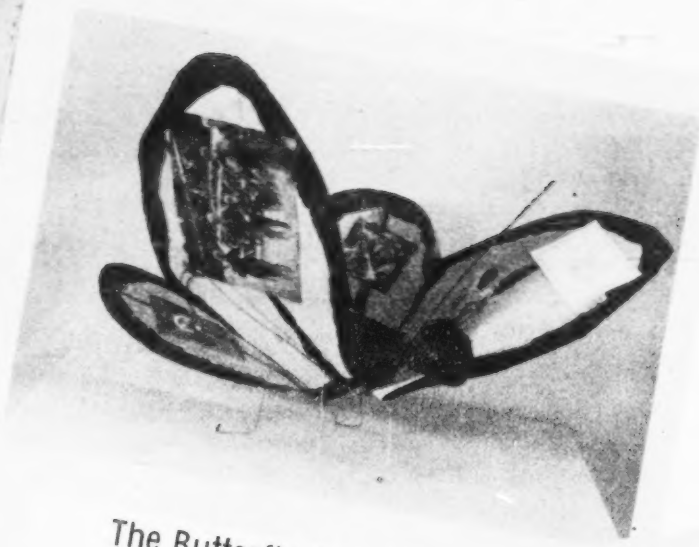
The only extended project in the Keokuk program concerns the making of models, mobiles, drawings, paintings, and pieces of sculpture at the end of the semester. The students are asked to interpret in some art form the book they enjoyed the most. (Example 6 shows some of Keokuk's projects.)

RESULTS

Eighty-two students enrolled in the first individualized reading class. Only two of these said they did not like the course, and of the two, one stated he just did not have the ability to sit down and understand what he read, and the other indicated he had different reading problems. Samples of the positive reactions were as follows: "At first, I thought I wouldn't like this course. But since I have had a chance to read, I'd rather be in this course than in any other." "The books I'm reading are helping to increase my vocabulary and my literary interest. I also enjoy the conference after each book because I can talk about the book

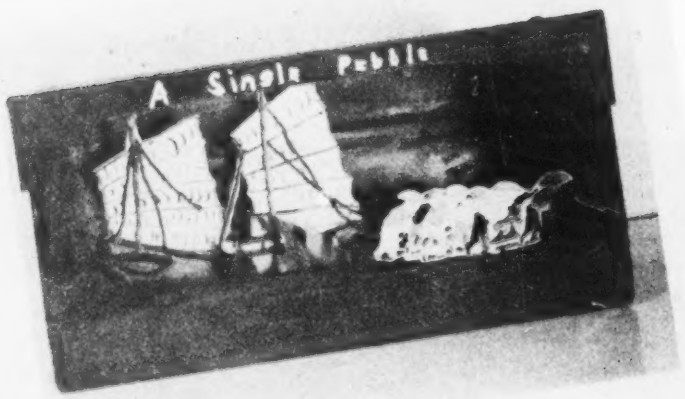
EXAMPLE 6 · PROJECTS

The Bad Seed



The Butterfly Revolution

Alas, Babylon

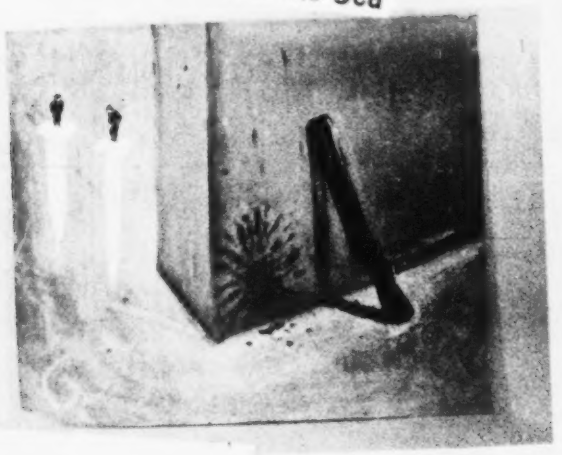


The Single Pebble

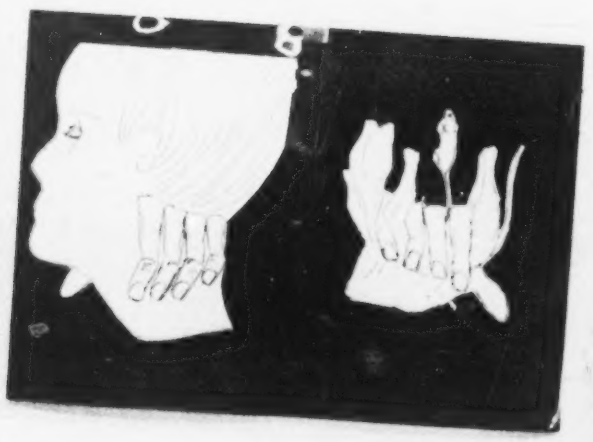
Lord of the Flies

The Old Man and the Sea

The Pearl



In Cold Blood



Of Mice and Men

and the impression it gave me. You also add extra items of interest that add to the meaning of the book." The succeeding eleven classes voiced similar opinions, and the original enrollment jumped from 82 to 126 for one semester.

Through the individualized reading program the student actually learns what theme, characterization, and title mean. In the conference the student has no one to lean on; consequently, he realizes that it is his responsibility to know the book thoroughly and to discuss it critically.

Individualized reading has caught hold at Keokuk and the students and instructors recommend it to other schools.

A TABULATION OF

GUIDED INDIVIDUALIZED READING BOOKS

University High School, Iowa City

"WELL, WHAT DO THEY READ?"

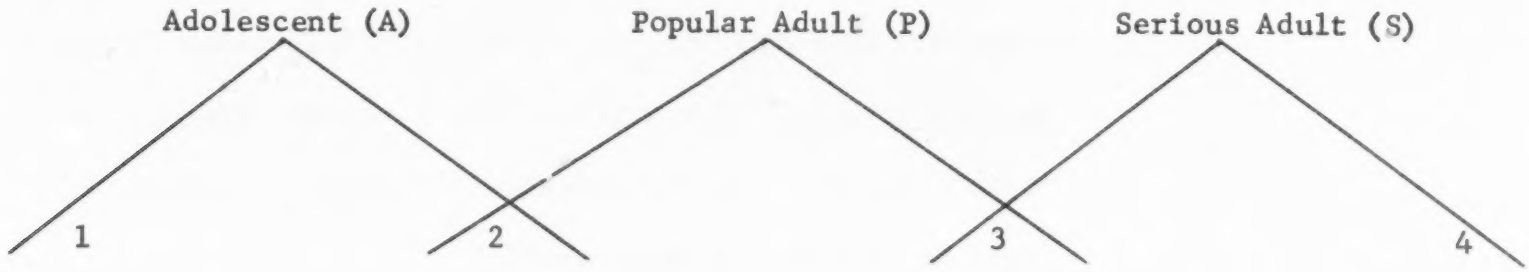
by Margaret Crissman and Norris Wika

This is a list of all the books read by 147 students (juniors and seniors) in five semesters of individualized reading during the 1963-1964, 1964-1965, and first semester of 1965-1966 school years at University High School, the University of Iowa. This list was compiled as a special project for student teaching by Miss Margaret Crissman and Mr. Norris Wika.

There are 952 different books on this list. These were read a total of 2,052 times. Most of the books were read only once. In fact, 22 of the books account for 348 separate readings. These books, which might be called the most "popular," are (with the number of times each was read):

Atlas, Babylon 10
Animal Farm 13
Battle Cry 11
Black Like Me 23
Brave New World 17
Cannery Row 15
Catcher in the Rye 15
Child Buyer 10
Cry, the Beloved Country 10
Farewell to Arms 12
Grapes of Wrath 12
Green Mansions 11
The Jungle 10
Lord of the Flies 22
Of Mice and Men 29
Old Man and the Sea 29
Pearl 30
Rabbit Run 12
Red Pony 14
Scarlet Letter 13
Single Pebble 17
Winter of Our Discontent 13

The notations after each book on the following list indicate the number of readings of each individual book and an estimate of the level of the book. (If no number is given, the book was read once.) The estimate of level indicated is taken from the scale:



The major divisions of this scale are based on an estimate of intended audience and appeal of each book. The many questionable aspects of such a rating are openly admitted. Nine practice teachers and two critic teachers (John W. Conner and Bruce C. Appleby) were involved in the teaching of the class and the rating of these books over the three-year period. There was (and is) disagreement on the placement of the books. Books were assigned ratings on the basis of the students involved and a knowledge of the reading tastes and abilities of adolescents.

In reading this list and/or using it as a guide to the establishment of an individualized reading program (on a one-semester basis or a three-week unit basis), the following points should be carefully considered:

1. Initial articles in titles (a, an, the) were eliminated for ease of typing and alphabetization. Authors were not indicated since the list is intended for use by English teachers.
2. There is no didactic intention in the given ratings. They are there only to indicate a possible ranking--a ranking necessary to standardize procedures and to provide a quantitative score.
3. The students who elect individualized reading at University High School reflect a wide range of abilities--the widest range to be found in the junior-senior English courses. (See Vol. 51, No. 4, April, 1962, issue of the English Journal. The article "New Patterns From Old Molds" explains the one-semester electives in English offered at University High School.)

Accent on April A2
Across the River and Into the Trees 3-P3
Act One S3
Adventure of Captain Grief P2
Adventures in Skin Trading S3
Advise and Consent 3-P3
Ah, Wilderness S4
Affluent Society 2-P3
African P2
African Genesis 2-S3
After Many a Summer Dies the Swan S3
After the Fall 4-P3
After Worlds Collide P2
Age of Reason 3-P3
Agony and Ecstasy P2
Atlas, Babylon 10-P2
Albert Schweitzer P3
Alexander Bridge 2-P2
Aligator 2-P2
All God's Chillun Got Wings S3
All My Sons 4-S3
All the Kings Men P3
All This and Heaven Too P3
All Quiet on the Western Front 9-P3
Alone on the Dark Sea P3
Absolom! Absolom! S3
The Magnificant Ambersons P3
America, America 3-P3
American Blues P2
American Tragedy S3
American Way of Death 7-P2
Americans Into Orbit P2
Amerika 2-S3
An American Dream 3-S3
An American Tragedy S4
Ancient Hand P3
Andersonville P3
Animal Farm 13-S3
Anna Karenina 4-S4
Another Country 4-P3
Answer P2
Anthem P3
Anthony and Cleopatra S4
Antic Way P3
Anybody Got a Match? P2
Ape and Essence 2-S3
Arch of Triumph P2
Archarniatis S4
Archy and Mehitabel P3
Amateur Immigrant S3
Aristophenes (6 plays) S4
Arms and the Man P3
Around the World in 80 Days P2
Arrowsmith 2-S3
Arundel P2
As I Lay Dying 3-S3
Aspern Papers S4
Atlas Shrugged 2-P3

Babbit S3
Bad Seed P3
Ballad of the Sad Cafe 4-P3
Bamboo Ward 2-A2
Barefoot Boy with Cheeks of Tan 4-P2
Bartleby S4
Bastard's Name is War P2
Battle Cry 11-P3
Battle of Angels S3
Battle of Anzio P2
Battle Stations 2-P2
Be Angry at the Sun S3
Bear 2-S3
Beast Master A2
Beethoven the Creator P3
Before I Sleep P2
Beggar's Opera S3
Behind Enemy Lines 3-A2
Behind the Horizon A1
Being and Nothingness S4
Bell for Adono 6-P3
Below the Salt 2-P2
Beowulf 2-S4
Bernadine S3
Between Planets A2
Big Money 3-S3
Big Sky P3
Big Sun S3
Billy Budd 5-S4
Birdman of Alcatraz 2-P2
Birds S4
Blackboard Jungle 2-P2
Black Like Me 23-P3
Black Odyssey P2
Black Rose P2
Bleak House 2-S4
Blood Wedding S3
Blue Violet S3
Bomber in the Sky P2
Book of the Sea P3
Born Yesterday P2
Both Your Houses P2
Bound for Singapore A2
Bounty Trilogy 3-P3
Brave New World 17-S3

Brave New World Revisited 5-P3
Bridge at Andau P2
Bridge of San Luis Rey 8-P3
Bridge on the River Kwai 4-P3
Brother Karamazov 3-S4
Broken Chariots P2
Buffalo Bill A2
Burma Rifles P2
Butterfield 8 P2
But Not Next Door 3-P3

Caine Mutiny 5-P3
Cakes and Ale S3
California Trail P2
Caligula 2-S4
Call for the Dead P2
Call Girl P2
Call of the Wild 2-P2
Camino Reale 2-S3
Candide 5-S3
Candy 2-P3
Cannery Row 14-P3
Canterbury Tales 2-S4
Capt. Blood, Return of 2-P2
Capt. Courageous P2
Capt. Horatio Hornblower P3
Cardinal 3-P2
Caravans P2
Carpetbaggers 4-P2
Castle S3
Cat on Hot Tin Roof 4-P3
Catch 22 8-P4
Catcher in the Rye 15-P3
Caesar and Cleopatra S3
Centaur 3-P3
A Century of Science Fiction P2
Champions of Peace P2
Chechako A2
Chessman of Mars P2
Chekhov Short Stories S4
Child Buyer 10-P3
Child of Destiny P3
Child of Dusk P3
Children of Light and Children of Darkness S3
Choice, Not an Echo P3
Christiantity and Existentialism S3
Christmas Carol S3
Chrome Yellow S3
Cimmaron 2-P2
Citadel 3-P3
City High Five A2
City of the Sun S3
Clock Without Hands 4-P3
Cloister and the Hearth P3
Closing the Ring P2
Clouds 3-S4
Cocktail Party 2-S3
Collector P3
Color Blind P2
Communism in Theory and Practice P3
Communist Manifesto S3
Coney Island of the Mind S3
Confidence S4
Connecticut Yankee in King Arthur's Court 4-S4
Conscience of a Conservative P3
Convention P3
Cornelia A2
Count of Monte Cristo S3
Country of the Pointed Firs S3
Courage in Korea P2
Crash Club A2
Cricket in the Hearth P2
Crime and Punishment 7-S4
Crime without Punishment S3
Cross Currants 2-P2
Crowded Sky P2
Crucial Decade P3
Cruel Sea P3
Cruicible 5-S3
Cry, Beloved Country 10-S3
Cup of Gold P3
Custer's Fall P2

Daisy Miller S4
Danger on the Right P3
Dark at the Top of the Stairs P3
Darkness at Noon 5-S3
Daughter of Sibre P2
Daughter of Time P2
David and Lisa S3
David Copperfield 2-S4
Day in the New Life S3
Day Lincoln Was Shot 3-P2
Day of the Locusts S3
Day of the Triffids 2-P3
Death Be Not Proud 3-P3
Death Comes for the Archbishop 6-S3

Death in the Afternoon S3
Death in the Family 2-S3
Death of a Salesman 8-S3
Death of Bessie Smith P2
Deaths for the Ladies P3
Desire Under the Elms 2-S3
Devil and the Good Lord P3
Devils in Baggy Pants P2
Devil in Mass P2
Devil's Advocate 3-P3
Dharma Burns 2-P3
Diary of a Freshman A2
Dirty Hands 3-S3
Discourses 4-S4
Divine Comedy 2-S4
Doll's House 4-S3
Dombey & Son S4
Dostoyevsky (biog.) S3
Dostoyevsky Short Stories 3-S4
Down and Out in Paris and London P3
Dr. Faustus S4
Dr. No 10-P2
Dr. Zhivago 2-S3
Drop Out 2-A2
Dubliners 3-S3
Dylan Thomas 2-S3

East of Eden 6-P3
Education of Henry Adams S4
Egyptian P3
Eichmann P2
Eisenhower: The Inside Story P2
Elder Statesman S3
Elmer Gantry 3-P3
Emile S3
Emily Post Etiquette P2
Emperior Jones S4
End of My Life 3-P2
Enemy Below P2
Enemy of the People S3
Erewhon S3
Ernest Hemingway P3
Ethan Frome 6-S3
Europeans S4
Everyman S4
Exact and Very Strange Truth 6-P3
Existentialism and Human Emotions 2-S4
Existential Metaphysics S3
Existentialist Revolt S3
Exodus 6-P3

Failsafe 9-P3
Fair Gods and Stone Faces P3
Faith of a Heretic S3
Fall 7-S3
Far from the Madding Crowd S3
Farewell to Arms 12-S3
Father and Sons 4-S4
Faulkner Short Stories P3
Faust S4
Fidel Castro: Liberator, Rebel, and Dictator P2
Fifth Column S3
Fifty Short Stories P3
Fifty Western Stories P3
Fighting Man of Mars P2
Fire Next Time 3-P3
Firebugs 2-P2
First Day of Freedom P2
First Day of Friday P2
First Love A1
First Person Singular S3
Fitzgerald Short Stories P3
Flash and Filigree 3-P2
Flies 3-S3
Flight into Danger A2
Flight of the Bat A2
Flying Tiger P2
Food of the Gods P2
Fortunes of Capt. Blood P2
For Whom the Bell Tolls 8-S3
For Thine Eyes Only P2
Forty-Second Parallel P3
Fountainhead 3-P3
Four Wheel Drift A1
Frannie and Zooey 7-P3
Freud P3
Frogs S4
From Russia with Love 5-P2
From Shakespeare to Existentialism 2-S3
Future of an Illusion 2-S3

Genius and Goddess S3
Gentile Folly P2
Germinal S4
Ghosts 3-S3
Ghosts and Things P2
Ghost Stories P2
Giants in the Earth 3-P3
Gift from the Sea P3
Girl Who Found the Bluebird P2
Give Your Hear to the Hawks 2-A2

Glass Menagerie 6-S3
Go Navy Go A2

Go Tell It on the Mountain P3
God's Little Acre P3
Golden Longing P3
Golden Yoke P2
Goldfinger 4-P2
Gone with the Wind 8-P3
Good Earth 7-P3
Good Morning, Miss Dove P2
Goodby, Mr. Chips 2-P2
Goodbye, Columbus P2
Grapes of Wrath 13-S4
Great Ascent P3
Great Decision P2
Great Expectations 4-S4
Great Gatsby 7-S3
Great Smith P2
Great Son P2
Greatest Story Ever Told P2
Greek Way S4
Green Berets P3
Green Grass of Wyoming A2
Green Hills of Africa 2-S3
Green Mansions 11-P3
Green Years P2
Group 3-P2
Growing Up in the Great Depression P3
Guadulcanal Diary 5-P2
Gulliver's Travels 6-S4

Hairy Ape S3
Hamlet 3-S4
Hamlet (the) 3-S4
Hard Times S4
Haunted Bookshop P2
Hawaii 6-P3
Heart is a Lonely Hunter 7-P3
Heart of Darkness 3-S4
Hedda Gabler 2-S3
Henderson, the Rain King P3
Henry Ford P3
Here I Stay P2
Herodotus, The Histories of P3
Henry Esmond S4
Henry IV S4
Herself Surprised P2
Hidden Wings Mystery A2
High and the Mighty 2-P2
Hippolytus S4
Hiroshima 6-P3
Horn of Plenty A2
Horses Mouth P2
House Is Not a Home P2
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House of Seven Gables 3-S4
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